

RR



REASON & REVELATION

A Monthly Journal of Christian Evidences

NOVEMBER 2011 • VOL. 31 • NO. 11

Homosexuality & Public Education

1 + 1 = 2

Life Not So Old

***Did the Trees of the
Garden Have Rings?***

Discovery Sale



Homosexuality and Public Education

—RECENT HAPPENINGS

Eric Lyons, M.Min.

Hardly a day goes by, it seems, that a story concerning homosexuality is not in the news. Hollywood and the mainstream media have been pushing for the acceptance of these God-condemned, unnatural, “shameful,” “vile passions” for several years (Romans 1:26-27; cf. 1 Corinthians 6:9-11; Genesis 19:1-11; see Miller and Harrub, 2004), and have shown no signs of letting up. Whether it is highlighting the latest movie star who has “come out of the closet” or the latest artist who has spoken out on behalf of homosexual marriage (cf. “Miley Cyrus...,” 2011), much has been, and is being, done to immerse Americans in a sea of acceptance—the acceptance of a sin (homosexuality) that Americans once widely considered abominable (see Miller, 2008, pp. 82-85). Sadly, whereas in 1982 one in three Americans accepted “homosexuality as a lifestyle,” according to George Gallup, Jr. and D. Michael Lindsay, acceptance of homosexuality increased to nearly 50% by 1999 (p. 129).

One area in which gay rights activists have been most successful in promoting the homosexual agenda is in America’s public school system. Despite the presence of thousands of morally minded, Christian public school teachers (many of whom are family and friends), America’s education system

is becoming more and more a “place of persuasion” for gay rights activists. The idea is: change the minds of students today, and you will change the direction of states tomorrow (see Harrub, 2006). Consider several examples over just the past four years of homosexual indoctrination, inundation, and toleration in the public school system.

PARKER V. HURLEY

In January 2008, the United States Court of Appeals for the First Circuit affirmed that public school teachers in Massachusetts have the constitutional right, not only to instruct their students regarding the alleged normalcy of homosexuality, but to do so without notifying parents (*Parker v. Hurley*, 2008). Circuit Judges Lynch, Stahl, and Howard ruled in favor of the Lexington, Massachusetts public school system, and upheld an earlier ruling of U.S. District Judge Mark Wolf, who believes “it is reasonable for public schools to attempt to teach understanding and respect for gays and lesbians” (Unruh, 2008), and to do so without teachers needing to consult parents. If first grade teachers in Massachusetts want to read books about *Daddy’s Roommate* or *Jack and Jim* to their six- and seven-year-olds, they not only have every legal right to do so, but are even encouraged by the state to promote such materials. According to both the judicial system and the Lexington, Massachusetts school system, if teachers want to read

a book about a prince who rejects all of the princesses who wish to marry him, and instead, chooses to marry another prince (shown kissing on the last page of *King and King*), teachers are free to expose youth to such material. Parents can “quibble” and Christians can object, but such is the way of life in Massachusetts’ public schools. [NOTE: Amazingly, the plaintiffs in *Parker v. Hurley* were not even challenging the use of “nondiscrimination curriculum” (i.e., books that depict and celebrate homosexual marriages), but simply “the school district’s refusal to provide them [parents—EL] with prior notice and to allow for exemption from such instruction” (*Parker v. Hurley*, 2008, emp. added). But, since Massachusetts courts believe that reading books about men kissing and marrying men is not a “human sexuality issue” or “indoctrination,” parental notice is said to be unnecessary.]

PRESIDENT OBAMA’S “SAFE SCHOOLS” CZAR

In May 2009, President Obama appointed Kevin Jennings, “who has advocated promoting homosexuality in schools” (Lott, 2009), as director of the Office of Safe and Drug Free Schools (i.e., “safe schools” czar). Jennings is the founder of the Gay, Lesbian, and Straight Education Network (GLSEN), which, as of 2009 had “over 40 chapters at schools nationwide. He has also published six books on gay rights and education” (Lott). Years earlier, in March 1995, Jennings explained in a speech titled “Winning the Culture War,” how the most effective way for gay activists to get a foot in the door of public schools was to repackage the gay movement as a safety issue.

If the Radical Right can succeed in portraying us as preying on children, we will lose. Their language—“promoting homosexuality” is one example—is laced with subtle and not-so-subtle innuendo that we are “after their kids.” We must learn from the abortion struggle, where



the clever claiming of the term “pro-life” allowed those who opposed abortion on demand to frame the issue to their advantage, to make sure that we do not allow ourselves to be painted into a corner before the debate even begins.

In Massachusetts the effective reframing of this issue was the key to the success of the Governor’s Commission on Gay and Lesbian Youth. We immediately seized upon the opponent’s calling card—safety—and explained how homophobia represents a threat to students’ safety by creating a climate where violence, name-calling, health problems, and suicide are common. **Titling our report** “Making Schools Safe for Gay and Lesbian Youth,” **we automatically threw our opponents onto the defensive and stole their best line of attack.** This framing short-circuited their arguments and left them backpedaling from day one. Finding the effective frame for your community is the key to victory. It must be linked to universal values that everyone in the community has in common (quoted in Camenker, n.d., emp. added).

Ironically, and sadly, 14 years after delivering this speech, Kevin Jennings became, not just Massachusetts’—but America’s—“safe schools” (i.e., “gay-agenda-driven”) czar.

NEA’S OUTSPOKEN HOMOSEXUAL AGENDA

In July 2009, the National Education Association (NEA), which claims to represent the interest of most of the 3.2 million public school teachers and administrators in the U.S. (“NEA Executive Director...,” 2010), held its annual convention in San Diego, California. At the convention, retiring General Counsel Bob Chanin delivered a speech in which he stated:

When I first came to NEA in the early ’60s it had few enemies.... It was the proverbial sleeping giant: a conservative, apolitical, do-nothing organization. But then, **NEA began to change.** It embraced collective bargaining. It supported teacher strikes. It established a political action committee. It spoke out for

affirmative action, and **it defended gay and lesbian rights....** So the bad news, or depending on your point of view, the good news, is that NEA and its affiliates will continue to be attacked by conservative and right-wing groups as long as we continue to be effective advocates for public education, for education employees, and for human and civil rights (“NEA Power,” 2009, emp. added).

Following these comments (for which Chanin received a loud ovation), he stated:

And that brings me to my final, and most important point, which is why, at least in my opinion, NEA and its affiliates are such effective advocates.... NEA and its affiliates are effective advocates because **we have power. And we have power because there are more than 3.2 million people who are willing to pay us hundreds of millions of dollars in dues each year** because they believe that we are the unions that can most effectively represent them, the unions that can protect their rights and advance their interests as education employees (“NEA Power,” emp. added).

Sadly, at this same convention, the NEA, which the previous year gave \$50 million to Barak Obama’s presidential campaign (Chagnon, 2009), voted by

nearly a two-thirds majority “to throw their full support behind homosexual ‘marriage’ by committing to use its resources and political muscle to take down any legislation that hinders the homosexual movement” (Heck, 2009).

“HARVEY MILK DAY”

In October 2009, California passed a law that designated every May 22 as gay day, which public schools (K-12) are expected to celebrate. The day is officially called “Harvey Milk Day” in honor of Mr. Milk, a 1970s homosexual activist (Tran, 2009). California teachers and students are expected to commemorate the life of Milk, similar to how they celebrate the contributions of Martin Luther King, Jr.

U.S. SECRETARY OF EDUCATION

On June 7, 2011, President Obama’s Secretary of Education, Arne Duncan, spoke at the Lesbian Gay Bisexual Transgender (LGBT) Youth Summit via video. Secretary Duncan stated:

I’m absolutely thrilled that Capital Pride Week is being kicked off with **such an important** and historic event.... My **commitment** to LGBT students is **unequivocal** and it goes back to when I first **supported** a charter school for LGBT students in

Reason & Revelation is published monthly by Apologetics Press, Inc. Periodicals postage paid at Montgomery, AL. **POSTMASTER:** Send address changes to **Reason & Revelation**, 230 Landmark Dr., Montgomery, AL 36117; **ISSN:** [1542-0922] **USPS#** 023415.

Apologetics Press is a non-profit, tax-exempt work dedicated to the defense of New Testament Christianity. Copyright © 2011. All rights reserved.

Editor:

Dave Miller, Ph.D.*
(*Communication, Southern Illinois University)

Associate Editor:

Kyle Butt, M.A.*
(*New Testament, Freed-Hardeman University)

Annual Subscription Rates:

\$12.00	Domestic
\$10.00	Domestic Bulk (5+ to same address)
\$12.00	Canada & Overseas (plus shipping)

General inquiries, changes of address, or international callers:

Phone: (334) 272-8558
Fax: (334) 270-2002

Orders:

Phone: (800) 234-8558
Fax: (800) 234-2882

On-line Web store/catalog, subscription order/renewal form, current issues, archives, and other information (all orders processed on a secure server):

URL: www.ApologeticsPress.org
URL: espanol.ApologeticsPress.org/espanol
E-mail: mail@ApologeticsPress.org

Discovery—Scripture & Science for Kids is a sister publication for children. For more information, please contact our offices or visit the Discovery Web site at:

URL: www.DiscoveryMagazine.com

Chicago.... I'm **pleased** to announce we are also releasing a new 'Dear Colleague' letter. It clarifies the rights of students to form clubs, such as gay-straight alliances, under the Equal Access Act.... Schools must treat all student-initiated clubs equally, including those of LGBT students. I'm **so proud** to have the department host this year's first ever federal LGBT youth summit. We seek to **promote** a new and **unprecedented level of commitment** in protecting LGBT students ("Secretary Arne Duncan....," 2011, emp. added).

It would be one thing for San Francisco's Superintendent of Schools to come out with such unashamed, "unprecedented" support of LGBT conferences and school clubs, but Duncan is the U.S. Secretary of Education. With such outspoken support from President Obama's Secretary of Education, and his former "safe schools" czar among many others, it should not be surprising that in 2011, the Gay, Lesbian, and Straight Education Network (GLSEN) reported that 4,000 student-lead "Gay-Straight Alliance" clubs were in existence (and registered with GLSEN) in schools across America ("About Gay....," 2011). Astonishingly, about 1,000 of these clubs have sprung into existence in just the past three years (cf. *Just the Facts...*, 2008, p. 13).

NEW CALIFORNIA LAW

On July 14, 2011, California Governor Jerry Brown signed a bill into law that will "require public schools in the state [of California—EL] to teach students about the contributions of lesbian, gay, bisexual, and transgender Americans" ("California Governor....," 2011, emp. added). In their coverage of this story, *CNN* did just what homosexual activists want in regard to categorizing homosexual Americans: they implied that homosexuals should be placed in the same category as racial and ethnic groups. "California law," wrote a *CNN* wire staff writer, "already requires state schools to teach about the contributions of

Native Americans, African-Americans, Mexican-Americans, and Asian-Americans, among other groups" ("California Governor..."). So, they argue, why shouldn't California teach homosexual history, too? California State Senator Mark Leno said regarding the new law: "Today we are making history in California by ensuring that our textbooks and instructional materials no longer exclude the contributions of LGBT (lesbian, gay, bisexual and transgender) Americans" ("California Governor...").

Can we not just teach history from a historical-accomplishment standpoint, rather than from the angle of who a person slept with? Exposing children (as young as five-year-olds) to the alleged normalcy of certain people's "vile-passion" past is abominable (cf. Romans 1:26-27; Leviticus 18:22-28). One wonders what will happen to California teachers who refuse to teach "homosexual history."

PRO-HOMOSEXUALS' PRESSURE ON PUBLIC SCHOOL OFFICIALS

For years public school officials have been pressured by the American Civil Liberties Union (ACLU), the Freedom From Religion Foundation, and other organizations to discourage religious activities on school campuses. At the same time, superintendents, principals, and other school leaders around the country have been "increasingly pressured by pro-homosexual organizations to integrate homosexual education into school curricula. These organizations recommend promoting homosexuality as a normal, immutable trait that should be validated during childhood, as early as kindergarten" ("On the Promotion....," 2011).

In January 2008, for example, a coalition, including the NEA and Interfaith Alliance, produced a 20-page pamphlet titled "Just the Facts About Sexual Orientation and Youth" and mailed it to every public school superintendent in the U.S. ("On the Promotion..."). The publication was not only endorsed

by the NEA, but also by the American Association of School Administrators, the American Federation of Teachers, and the National Association of Secondary School Principals (*Just the Facts...*, 2008). The stated purpose of the pamphlet was to provide principals, educators, and school personnel "accurate information that will help you respond to a recent upsurge in promotion of efforts to change sexual orientation through therapy and religious ministries" (p. 2). Focus on the Family was one, if not the only, "religious ministry" specifically named. The liberal, gay-agenda-driven coalition who funded and endorsed the pamphlet wanted to warn educators of alleged false information that Focus on the Family had promoted in the media regarding the ability of and need for homosexuals to change their behavior. According to the coalition, "The promotion in schools of efforts to change sexual orientation by therapy or through religious ministries seems likely to exacerbate the risk of harassment, harm, and fear for these youth" (p. 4).

Throughout the booklet the so-called "Just the Facts Coalition" repeatedly expressed their views about the need for homosexuals to be accepted and protected by school officials, while strongly encouraging the silencing of any criticism of homosexuality. "[H]omosexuality," they declared, "is not a mental disorder and thus **is not something that needs to or can be 'cured'**" (p. 6, emp. added). Time and again, the coalition attempted to pressure educators to reject any and all promotion of the "homosexuality-is-sinful" stance.

[E]fforts to change sexual orientation through therapy have been adopted by some political and religious organizations and aggressively promoted to the public. However, such efforts have serious potential to harm young people because they

(cont. on p. 117)

More Conflicting Evidence from Evolutionary Dating Techniques

Jeff Miller, Ph.D.

The discovery of carbonaceous materials in extremely old rocks (as dated by evolutionary methods) has been used as evidence that Earth's "early" atmosphere contained organic materials (i.e., microbes) billions of years ago. However, recent research using cutting edge technology casts significant doubt on that interpretation and adds further weight to the danger inherent in the assumptions that characterize evolutionary dating techniques.

Rocks from the Nuvvuagittuq Supracrustal Belt in Quebec, Canada are considered among the Earth's oldest (Gronstal, 2011), and yet they contain carbon-based materials which are a result of the decay of living organisms. Recently, researchers from Carnegie Institution of Washington, Boston College, and the Naval Research Laboratory in Washington, D.C. discovered that the carbon-based materials in those rocks are actually younger than the rocks in which they reside, according to evolutionary dating techniques (Papineau, et al., 2011). The researchers concluded that carbon must have seeped into the rocks later in history, instead of already being in the rocks when they first formed.

This research has significant implications. First, while the creation model predicts the rapid formation of many rocks through cataclysmic events (e.g., Creation and the Flood), some of which will, and some of which will not, have carboniferous materials present at their formation, the evolutionary model predicts long periods of time with slow, gradual change leading to the formation of rocks. Thus, if there ever were a period of millions or billions of years with only microbial life in the atmosphere, there should be an immense amount of such evidence in the fossil record. Evolutionists believed they had found such evidence with these rocks in Canada. However, this latest research nullifies that theory, and adds further weight to the fact that Earth's atmospheric conditions have never been conducive to the spontaneous formation of life or its evolution.

Second, macroevolution is false, and the Earth is relatively young. However, evolutionists believe that long ages of time would allow for the gradual evolution of simple organisms into complex organisms, and evolutionary theory is based on that assertion. This research indicates, based on the evolutionists' own model and erroneous dating techniques, that there is much less time available for the evolution of life from single-celled entities into complex

life as we know it today; since life allegedly was not already in existence at the time of the formation of these rocks.

Finally, this research indicates that once again, uniformitarianism, a central tenet of evolutionary dating techniques, is unreliable and even unscientific—it simply does not follow from the empirical evidence. One of the foundational assumptions of uniformitarian geology and dating rocks is that the parent and daughter isotopes in a rock have not been altered by anything except radioactive decay. The fluidic transport of daughter elements into an existing rock would violate that assumption and cause significant error in the dating of that rock. The potential of daughter elements being carried into rocks by fluid transport over time is high, and that potential gets higher the older a rock is. If such fluidic transport happens regularly in the geologic column—and we have every reason to believe it does—evolutionary dating techniques will regularly yield ages of rocks that are inaccurate by millions and billions of years.

Of course, another interpretation of the evidence—one which evolutionary scientists would summarily dismiss without investigation—is that evolutionary dating techniques are inaccurate and regularly contradict one another. It is possible that the formation of the rocks and the carbon materials within them happened at the same time in a cataclysmic event that caused accelerated decay rates and the rapid formation of those rocks and their subsequent appearance of age. Evolutionary dating techniques simply cannot account for such a scenario because of the unobservable assumptions inherent in those techniques. Regardless, once again, it is the Creation model that is in keeping with the scientific evidence and needs no adjustment to be in line with empirical science. The evolutionary model simply does not pass the test. [NOTE: For an in depth study of evolutionary dating techniques and their erroneous assumptions, see DeYoung, 2005.]

REFERENCES

- DeYoung, Don (2005), *Thousands...Not Billions* (Green Forest, AR: Master Books).
- Gronstal, Aaron (2011), "New Evidence Challenges Oldest Signs of Life," *NASA: Astrobiology*, May 25, <http://astrobiology.nasa.gov/articles/new-evidence-challenges-oldest-signs-of-life/>.
- Papineau, D., et al. (2011), "Young Poorly Crystalline Graphite in the > 3.8-Gyr-Old Nuvvuagittuq Banded Iron Formation," *Nature Geoscience*, 4:376-379.



Rediscover the wonders of **GOD'S** Word and His Creation, with a Subscription to **DISCOVERY**

Buy a subscription now and
get this special offer

**BUY 1
GET
FREE**

For Every Subscription
to *Discovery* You
Purchase, You get One
Free

**Great Gift
IDEA**



- A colorful, beautifully illustrated, eight-page monthly magazine written for kids
- Each issue contains faith-building lessons on science and the Bible

Subscription Price:

Taxes Apply in Alabama

\$14.00

for 1st subscription and 2nd is FREE

or buy as many as you would like
(minimum of 2 required) for **\$7.00** each

Offer good through
December 31, 2011

**Call our offices for
complete details**

(800) 234-8558



- Contains fun activities to reinforce the truths presented in each article
- Children from 8 to 12 years old will benefit the most from *Discovery*, but children of all ages can enjoy the articles, images, and activities

Q: Did the trees of the Garden of Eden have rings?

A: According to the Creation model, based on biblical chronologies, the Universe can be known to be roughly 6,000 years old. However, the question is sometimes asked, “But why does the Earth have the appearance of age?” [NOTE: In actuality, the Earth has a “young” appearance in some ways as well, but it is true that there are some visual characteristics of the Earth that would seem to indicate an old age for the Earth.] Among other things, the creationist’s response to such characteristics typically includes a discussion of the concept of a mature creation (i.e., God created the Universe fully functional for its intended purposes from the beginning). Man was walking, talking, working, and even able to procreate from the first day he was created (Genesis 2:15-25). Even though he was less than a day old, a passerby would have mistaken Adam as a man of several years strictly by observing his physical appearance. Even though light from stars billions of light years away from the Earth would take billions of light years to reach it on its own, God made the stars with their light already visible to living beings on Earth in order to fulfill the design He had for them (Genesis 1:14-19). [NOTE: See Lyons, 2011 for more discussion of the “appearance” of age in the Universe.] But what about the plants? Did they have an appearance of age? Did trees already have “rings” in them starting on day three? We cannot know for certain, but reason and revelation can shed some light on the subject.

In order for Adam and Eve to have the nourishment necessary to sustain their lives (apparently, they were not authorized to eat animals until after the Flood—cf. Genesis 1:29-30; 9:3-4), and in order to make sense of God’s command to eat the fruit from certain trees in the garden (Genesis 2:16), it stands

to reason that those trees would have already been mature on day six—fully grown, bearing fruit, and even potentially containing rings—in the same way that light from far away stars was already on the Earth. Moses’ general description of God’s workings with the plant life in the garden is documented in Genesis 2:9 as simply that He “made every tree grow.” Clearly, that was a fast process during the Creation week.

But this raises a potential concern. Dendrochronology is the study of tree rings to determine the age of a tree. Dendrochronology tells us that each tree ring found in the trunk of a tree represents approximately one year of age for that tree. A tree with ten rings should be roughly ten years old. The oldest tree as measured by tree ring dating is from California’s White Mountains and is dated to be over 4,000 years old (Owen, 2008). Now, if the purpose of tree rings is to tell the age of a tree, would it not have been deceptive for God to create trees with rings when they were not old enough to have them? What would be the point of His creating trees with rings, if not to give a false appearance of age?

A quick internet search of the phrase, “purpose of tree rings,” brings up many articles, most of which are on the subject of dendrochronology. It is common knowledge that the primary purpose of tree rings today is to tell the age of the tree. Most of the study being done by scientists on tree rings is in dendrochronology, dendroclimatology, dendroecology, and dendropyrochronology. And that is where the confusion lies. How humans are using the information from tree rings today is very different from their purpose and function for the tree itself as designed by God.

A closer look at the tree ring reveals that it is formed as a result of the climate changes that occur during the seasons. The dark ring that we typically think of as the “tree ring” is known as “late

wood” and is formed during the summer and autumn seasons. This area of wood is more dense and helps provide strength to the tree (Wimmer, 2011; Premyslovska, et al., 2007, p. 118). As the tree grows larger, year by year, more rings are added to the tree, providing it with more late wood and thus, more strength to stand. Thus, if God created a fully mature, large tree, one would expect Him to create it with rings to **give it strength**—not as a deception to make Adam think that the Earth is actually older than it appears. [NOTE: Years or geographical areas in which seasonal changes are subtle result in little to no distinction between the commencement of new tree rings (and subsequently add potential error into the tree ring dating equation). If the Earth’s climate was closer to a tropical environment year round in the past, as some have theorized, tree rings may not have been clearly visible to the human eye. The whole core of the tree would be composed of a denser, stronger wood without clear distinctions between rings. Regardless, it is clear that the creation of tree rings in the trees of the garden would have been reasonable and useful, not deceptive.]

Jeff Miller

REFERENCES

- Lyons, Eric (2011), “Common Sense, Miracles, and the Apparent Age of the Earth,” *Reason & Revelation* (Montgomery, AL: Apologetics Press), 31[8]:77-80, August, <http://www.apologeticspress.org/apPubPage.aspx?pub=1&issue=997&article=1670>.
- Owen, James (2008), “Oldest Living Tree Found in Sweden,” *National Geographic News*, April 14, <http://news.nationalgeographic.com/news/2008/04/080414-oldest-tree.html>.
- Premyslovska, E., Slezingerova, J., and L. Gandelova (2007), “Tree Ring Width and Basic Density of Wood in Different Forest Types,” *Proceedings of the DENDRO-SYMPOSIUM*, May 3-6, Riga, Latvia, pp. 118-122.
- Wimmer, R. (2011), “Wood Quality: Causes, Methods, Control,” The University of Natural Resources and Life Sciences, Vienna, <http://www.boku.ac.at/botanik/wood/woodquality/Chapter2.pdf>.

present the view that the sexual orientation of lesbian, gay, and bisexual youth is a mental illness or disorder, and they often frame the inability to change one's sexual orientation as a personal and **moral failure** (i.e., sin; p. 5, emp. added).

Ex-gay ministry and transformational ministry are terms used to describe efforts by some religious individuals and organizations to change sexual orientation through religious ministries. These individuals and organizations tend to have negative attitudes toward homosexuality that are based in their particular religious perspectives. In general, efforts to change sexual orientation through religious ministries take the approach that sexual orientation can be changed through repentance and faith. In addition, some individuals and groups who promote efforts to change sexual orientation through therapy are also associated with religious perspectives that take a negative attitude toward homosexuality.... Because ex-gay and transformational ministries usually characterize homosexuality as sinful or evil, promotion in schools of such ministries or of therapies associated with such ministries would likely exacerbate the risk of marginalization, harassment, harm, and fear experienced by lesbian, gay, and bisexual students (p. 10).

The coalition also made it a point to remind educators that “a public school counselor or teacher **cannot** proselytize to students or attempt to impose his or her religious beliefs about whether or not homosexuality is sinful” (p. 11, emp. added).

How sad it is that the day has come in America where teachers are told to keep silent about the very things that are destroying this country (cf. Miller, 2008 and 2010). One wonders if teachers can tell their students that **any** sexual relation outside of a lawful marriage is sinful? (Students desperately need to hear this biblical truth—Galatians 5:19-21; Hebrews 13:4). What about pedophilia or bestiality?

Can teachers tell their students that **anything** is morally wrong? Can teachers inform their students that it is immoral to cheat or steal? What about lying or cursing? Must 21st-century teachers simply refrain from saying anything about sin in fear of hurting someone's feelings? In the end, such weak, spineless, pathetic policies only hurt America's youth and the nation as a whole. Unfortunately, the NEA and several other education associations felt that it was imperative to reach America's 16,000 superintendents with their homosexually-slanted “Facts About Sexual Orientation.”

MORE EXAMPLES

It might be tempting for Christians in middle America to dismiss the homosexual agenda in public school systems as an east or west coast issue and not a middle-America problem. Though there are some more-conservative areas of the country where various school systems (thankfully) have been less impacted by homosexual activists, the fact is, the homosexual agenda is becoming more and more an issue in more and more places every year.

- On April 25, 2006 (one day before GLSEN's student-lead national Day of Silence, in which students attempt to remain silent all day in school “to bring attention to anti-LGBT name-calling,

bullying and harassment”—“Day of Silence,” 2011), a questionnaire approved by two teachers in Port Washington, Wisconsin was handed out to nearly 400 students. The questionnaire, which was not authorized by the principal, asked teens several questions regarding their “heterosexuality,” including—“If you have never slept with someone of your same gender, then how do you know you wouldn't prefer it?” (Kertscher, 2006). Thankfully, both the principal and the president of the local school board said that the survey was “inappropriate” and “will never go out again” (Kaufman, 2006).

- Two years after the above-mentioned questionnaire was handed out in Port Washington, Wisconsin, *World Net Daily* columnist Drew Zahn reported that a similar questionnaire was administered about 150 miles away at Pecatonica High School in Blanchardville, Wisconsin. Some of the questions included the following: (1) Is it possible that your heterosexuality is just a phase you may grow out of? (2) Is it possible that your heterosexuality stems from a neurotic fear of

SPEAKING SCHEDULES

Eric Lyons

November 6-9

Columbus, GA

(706) 563-3060

December 2-4

Olathe, KS

(913) 829-5596

Dave Miller

November 4

Mechanicsville, VA

(804) 746-8224

November 6-9

Pulaski, TN

(931) 363-2777

November 11-13

Peachtree City, GA

(770) 487-9246

November 20

Montgomery, AL

(334) 264-2985

Jeff Miller

December 1,8,15

Montgomery, AL

(334) 399-7761



others of the same sex? (3) Why do you insist on flaunting your heterosexuality? Can't you just be who you are and keep it quiet? (4) Considering the menace of overpopulation, how could the human race survive if everyone were heterosexual? (5) Would you want your child to be heterosexual, knowing the problems that s/he would face? (Zahn, 2008). Unfortunately, Pecatonica's principal was not as remorseful as Port Washington's. Principal Dave McSherry approved of the questionnaire and contended that it was "part of a comprehensive curriculum in critical thinking skills, preparing the students to make decisions on their own in college and beyond" (Zahn).

- On November 7, 2008, a Carmel, Indiana bus driver lectured her student passengers about toleration. She then called one of the students "a stupid little bigot" for telling others that she could not have voted for Obama as president because she is against abortion and gay marriage (Cox, 2010). "I don't want to hear one more word about anyone going to hell if they are gay...because it is none of your...business," the driver stated. The bus's surveillance video also caught the driver saying that she would "eat the girl alive." According to the American Family Association, "when the girl's father complained to the school about the bus driver's actions, he was told that the behavior of the driver fell within the scope of her employment" ("School Bus Driver...", 2010).
- More recently, in August 2011, a school board in Florida suspended its 2010-11 Teacher of the Year over the following statement he made about homosexual marriage

on his personal Facebook page: "I almost threw up.... Now they showed two guys kissing. If they want to call it a union, go ahead. But don't insult a man and woman's marriage by throwing it in the same cesspool.... God will not be mocked. When did this sin become acceptable?.... I will never accept it because God will never accept it. Romans chapter one" (as quoted in Padgett, 2011).

- On September 20, 2011, a ninth-grade honors student in Fort Worth, Texas was given a disciplinary referral form, one day of in-school suspension, and two days of out-of-school suspension (Khalil, 2011). What was his offense? While in German class, "when conversation shifted to religion and homosexuality in Germany," Dakota Ary said to a friend that "he was a Christian and 'being a homosexual is wrong'" (Stames, 2011). This one statement, which was overheard by the teacher (who previously had posted a picture in the classroom of two men kissing), allegedly warranted a reprimand and three days of suspension. Thankfully, administrators dropped the suspension completely, but only after Dakota's mother solicited the help of a constitutional attorney (Khalil).
- A life-long educator and current church leader in the heart of the "Bible Belt," recently informed us that his former principal actively sought to replace outgoing teachers, first and foremost, with lesbians.

As a former public school student, as a husband of a former public school teacher, and as a friend of many great past and present public school teachers and administrators, it brings me no joy to underscore the negative impact

that the homosexual agenda has had, and is having, in public school systems around the country. Nevertheless, Christians in America need to be aware of the many destructive steps homosexual activists are taking in public education.

WHAT TO DO

What can be done? First, the Church must lovingly and courageously teach on the sinfulness of homosexuality. Second, parents, especially those with children in public schools, must instruct their children in what the Bible teaches about homosexuality (and many other subjects). Young people are learning earlier and earlier in life about homosexuality from someone somewhere, perhaps even in their public school classrooms. [NOTE: One of the best ways you can teach your young children at home about this sensitive issue is by acquiring Apologetics Press's book, *Does God Love Michael's Two Daddies?* The book, written by Tennessee State Representative Sheila Butt, promotes God's love for all individuals, while at the same time showing, in a loving way, that homosexuality is sinful (Romans 1:26-27; 1 Timothy 1:9-11), and not something to be "celebrated."] Third, if you are a public school teacher, which is a very noble occupation, stand firm in your biblical beliefs and courageously refuse to do anything to lead your students to believe that homosexuality is "just an alternative lifestyle." (Perhaps you could place *Does God Love Michael's Two Daddies?* in your school library.) Also, refuse to join NEA, and let your superiors and colleagues know that as a Christian you are steadfastly opposed to NEA's ungodly, homosexual agenda. (Alternative groups that provide liability insurance and legal services are available.) Finally, especially if you are in an area where homosexuality is being promoted as a good and wholesome alternative lifestyle, you may choose to do what a growing number of Christian parents

are doing, and what renowned pro-family authors and speakers, such as Dr. James Dobson and Dr. Laura Schlessinger, have publicly urged parents to do—remove your children from public schools altogether (see Kupelian, 2005, p. 151-153). Due in large part to the deterioration of the government-run public school system, approximately 12% of students in the U.S. are now educated in private or home schools (“Fast Facts,” 2007). Though many great public school teachers are diligently working to educate and mentor young people in the noblest of ways, more and more Americans recognize the dire threat that so many liberal, agenda-driven public school workers pose to the moral values of millions of children across America.

REFERENCES

- “About Gay-Straight Alliances (GSAs)” (2011), *GLSEN*, <http://www.glsen.org/cgi-bin/iowa/all/library/record/2342.html?state=what>.
- “California Governor Signs Bill Requiring Schools to Teach Gay History” (2011), *CNN*, http://articles.cnn.com/2011-07-14/us/california.lgbt.education_1_california-governor-signs-bill-gay-history-state-textbooks?s=PM:US.
- Camenker, Brian (no date), “The Homosexual Movement’s Lies and Deceptions to Get Massachusetts Tax Dollars for Their Programs in Public Schools,” http://www.article8.org/docs/gay_strategies/framing_the_issue.htm.
- Chagnon, Pete (2009), “NEA to Consider Full Support of Homosexual ‘Marriage,’” <http://www.onenewsnow.com/Education/Default.aspx?id=588006>.
- Cox, Gene (2010), “Carmel Bus Driver Calls Student ‘Stupid Little Bigot,’” May 25, <http://www.fox59.com/news/wxin-bus-driver-offensive-comment-052510,0,1907683.story>.
- “Day of Silence” (2011), *GLSEN*, <http://www.dayofsilence.org/>.
- “Fast Facts” (2007), National Center for Education Statistics, <http://nces.ed.gov/fastfacts/display.asp?id=6>.
- Gallup, George, Jr. and D. Michael Lindsay (1999), *Surveying the Religious Landscape: Trends in U.S. Beliefs* (Harrisburg, PA: Morehouse Publishing).
- Harrub, Brad (2006), “Homosexuality in the Classroom,” Apologetics Press, <http://www.apologeticspress.org/APContent.aspx?category=7&article=1849#>.
- Heck, Peter (2009), “Christian Teachers—It’s Time to Fly!” <http://www.onenewsnow.com/Education/Default.aspx?id=610828>.
- Just the Facts Coalition (2008), *Just the Facts About Sexual Orientation and Youth: A Primer for Principals, Educators, and School Personnel* (Washington, D.C.: American Psychological Association), <http://www.apa.org/pi/lgbt/resources/just-the-facts.pdf>.
- Khalil, Cathryn (2011), “Student’s Homosexuality Comment Leads to Suspension,” September 22, <http://www.cbs19.tv/story/15526115/students-homosexuality-comment-leads-to-suspension>.
- Kaufman, Gil (2006), “‘Heterosexual Questionnaire’ Spurs Debate at Wisconsin High School,” May 17, <http://www.mtv.com/news/articles/1531923/high-school-sexuality-survey-spurs-debate.jhtml>.
- Kertscher, Tom (2006), “The Survey Says What?” *FrontPageMag*, May 17, <http://archive.frontpagemag.com/readArticle.aspx?ARTID=4397>.
- Kupelian, David (2005), *The Marketing of Evil* (Nashville, TN: Cumberland House Publishing).
- Lott, Maxim (2009), “Critics Assail Obama’s ‘Safe Schools’ Czar, Say He’s Wrong man for the Job,” *Fox News*, <http://www.foxnews.com/politics/2009/09/23/critics-assail-obamas-safe-schools-czar-say-hes-wrong-man-job/#ixzz1WjFhGbmW>.
- “Miley Cyrus Gets Inked in Support of Gay Marriage” (2011), Access Hollywood, July 31, http://www.accesshollywood.com/69/miley-cyrus-gets-new-tattoo-in-support-of-gay-marriage_article_51398.
- Miller, Dave (2008), *The Silencing of God: The Dismantling of America’s Christian Heritage* (Montgomery, AL: Apologetics Press).
- Miller, Dave (2010), *Christ and the Continental Congress: America’s Most Pressing Concern* (Montgomery, AL: Apologetics Press).
- Miller, Dave and Brad Harrub (2004), “An Investigation of the Biblical Evidence Against Homosexuality,” Apologetics Press, <http://www.apologeticspress.org/article/1401>.
- “NEA Executive Director John Wilson Responds to Misleading ‘Crossroads’ Ad” (2010), National Education Association, <http://www.nea.org/home/42823.htm>.
- “NEA Power” (2009), <http://www.youtube.com/watch?v=YkLGvDQsvmY>.
- “On the Promotion of Homosexuality in the Schools” (2011), Facts About Youth, <http://factsaboutyouth.com/posts/on-the-promotion-of-homosexuality-in-the-schools/>.
- Padgett, Tim (2011), “A Teacher is Back in Class After Anti-Gay Diatribe, But Did He Really Win?” *Time*, August 30, <http://www.time.com/time/nation/article/0,8599,2091038,00.html#ixzz1WjUxZRHF>.
- Parker v. Hurley* (2008), <http://www.ca1.uscourts.gov/cgi-bin/getopn.pl?OPINION=07-1528.01A>.
- “School Bus Driver Lectures Girl on Gay Rights” (2010), *AFA*, <http://www.afa.net/Blogs/BlogPost.aspx?id=2147494982>.
- “Secretary Arne Duncan Addresses the LGBT Youth Summit in Washington, D.C.” (2011), <http://www.youtube.com/watch?v=fA6JfpBHcH8>.
- Stames, Todd (2011), “Texas School Punishes Boy for Opposing Homosexuality,” *Fox News*, September 22, <http://www.foxnews.com/us/2011/09/22/texas-school-punishes-boy-for-opposing-homosexuality/>.
- Tran, Mark (2009), “Arnold Schwarzenegger Signs Law Establishing Harvey Milk Day,” October 13, <http://www.guardian.co.uk/world/2009/oct/13/schwarzenegger-law-harvey-milk-day>.
- Unruh, Bob (2008), “Gay Lessons Violate Civil Rights, Man Says,” *WorldNetDaily.com*, http://www.worldnetdaily.com/news/article.asp?ARTICLE_ID=57298.
- Zahn, Drew (2008), “Teacher Forces Teens to Question Being ‘Straight,’” *World Net Daily*, <http://www.wnd.com/?pageId=82529>.

United States Postal Service STATEMENT OF OWNERSHIP, MANAGEMENT, and CIRCULATION Required by 39 USC 3685 1. REASON AND REVELATION 2. 1542-0922 3. 10/05/11 4. Monthly \$ 12 6. \$12.00 7. 230 Landmark Dr., Montgomery, AL 36117 8. 230 Landmark Dr., Montgomery, AL 36117 9. PUBLISHER, Apologetics Press, 230 Landmark Dr., Montgomery, AL 36117; EDITOR, Dave Miller, 230 Landmark Dr., Montgomery, AL 36117; MANAGING EDITOR, Dave Miller, 230 Landmark Dr., Montgomery, AL 36117 10. Non-profit Apologetics Press, Inc., 230 Landmark Dr., Montgomery, AL 36117 11. Regions Bank, 320 Eastdale Mall, Montgomery, AL 36117 12. No Change 13. REASON AND REVELATION 14. Nov 10 – Oct 11 15. Religion/Apologetics (see chart below) 17. Thomas Hatfield, General Manager, 10/11/11.

I 5.	Average	Current Actual Copies
A	4764	6530
B1	2397	2498
B2	84	96
B3	0	0
B4	724	712
C	3205	3306
D1	0	0
D2	0	0
D3	150	150
D4	250	250
E	350	350
F	3555	3656
G	1209	2874
H	4764	6530
I	91%	91%



NOTE FROM

The Editor



Discovery Subscription Sale

Since 1990, Apologetics Press has published *Discovery*, a monthly magazine on Scripture and science for kids. Each month, this magazine is being mailed to thousands of young people. Each issue contains intriguing, faith-building articles—written by dedicated Christians—about God’s Word and God’s world. Articles are aimed primarily at children in the 4th through 6th grades, although many different age groups enjoy *Discovery*. Kyle Butt serves as editor; Eric Lyons serves as associate editor.

Each eight-page issue contains lessons from the Bible and nature. Biblical articles teach children about God’s Word and His will for them. Articles about plants, animals, and natural phenomena are intended to build faith in the Creator. Past issues have covered a wide range of topics such as the design of trees, Egypt and the Bible, the meaning of covenants, the Flood of Noah, the difference between the Old and New Testaments, dinosaurs, and the importance of apologetics. Our friendly mole and sleuth, “Digger Doug,” provides answers to kids’ questions. Puzzles, word searches, and other exercises reinforce the lessons.

Discovery is bursting with colorful pictures, illustrations, and activities. Professionals design and

print the publication so that we can maintain the highest possible production standards from start to finish. Bound volumes containing the preceding year’s twelve issues are prepared each January, and also are available for several past years. (Visit our WebStore for a current listing.) *Discovery* has been, and continues to be, a vital tool in the development of proper thinking.

On rare occasion, we will run a special in hopes of expanding our outreach to more young people with the vital information that *Discovery* provides. This is one of those occasions. For the months of November and December, you may purchase one new *Discovery* subscription, and we will give you another free. This is the perfect time for you to give a gift to the young people in your acquaintance—a gift that will nurture their souls and prepare them for eternity. Why not call our offices now to place your order?—1-800-234-8558.

Dave Miller

See the Center Spread
for More Details